

LITTLE MOUNTAIN ELEMENTARY

692 Mill Street
Little Mountain, SC 29075

GRADES K-5 Elementary School

ENROLLMENT 287 Students

PRINCIPAL Rudie Tarver 803-945-7721

SUPERINTENDENT Dr. V. Keith Callicutt 803-321-2600

BOARD CHAIR Mr. Lee Attaway 803-945-7083

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
22	14	1	0	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Excellent	Below Average	N/A
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes

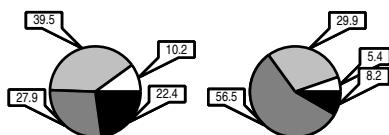
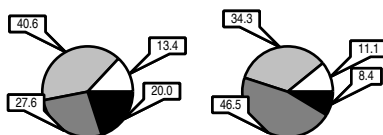
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	150	100.0	5.4	29.9	56.5	8.2	78.2	Yes	Yes
Gender									
Male	78	100.0	9.2	38.2	44.7	7.9	69.7		
Female	72	100.0	1.4	21.1	69.0	8.5	87.3		
Racial/Ethnic Group									
White	127	100.0	5.6	27.0	57.9	9.5	81.7	Yes	Yes
African-American	21	100.0	5.0	50.0	45.0	0.0	55.0	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	138	100.0	1.5	30.4	59.3	8.9	82.2		
Disabled	12	100.0	50.0	25.0	25.0	0.0	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	150	100.0	5.4	29.9	56.5	8.2	78.2		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	149	100.0	5.5	30.1	56.2	8.2	78.1		
Socio-Economic Status									
Subsidized meals	34	100.0	9.1	42.4	48.5	0.0	60.6	I/S	I/S
Full-pay meals	116	100.0	4.4	26.3	58.8	10.5	83.3		

Mathematics - State Performance Objective = 15.5%									
All Students	150	100.0	10.2	39.5	27.9	22.4	69.4	Yes	Yes
Gender									
Male	78	100.0	14.5	36.8	25.0	23.7	65.8		
Female	72	100.0	5.6	42.3	31.0	21.1	73.2		
Racial/Ethnic Group									
White	127	100.0	8.7	36.5	28.6	26.2	74.6	Yes	Yes
African-American	21	100.0	20.0	55.0	25.0	0.0	40.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	138	100.0	7.4	38.5	30.4	23.7	73.3		
Disabled	12	100.0	41.7	50.0	0.0	8.3	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	150	100.0	10.2	39.5	27.9	22.4	69.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	149	100.0	10.3	39.0	28.1	22.6	69.9		
Socio-Economic Status									
Subsidized meals	34	100.0	18.2	57.6	24.2	0.0	39.4	I/S	I/S
Full-pay meals	116	100.0	7.9	34.2	28.9	28.9	78.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	47	100.0	6.5	32.6	52.2	8.7	60.9
	Grade 4	49	100.0	10.6	36.2	53.2	N/A	53.2
	Grade 5	33	100.0	6.5	45.2	48.4	N/A	48.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	51	100.0	7.8	27.5	51.0	13.7	64.7
	Grade 4	50	100.0	6.0	36.0	52.0	6.0	58.0
	Grade 5	49	100.0	2.0	28.6	65.3	4.1	69.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	47	100.0	10.9	45.7	26.1	17.4	43.5
	Grade 4	49	100.0	4.3	48.9	25.5	21.3	46.8
	Grade 5	33	100.0	6.5	58.1	19.4	16.1	35.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	51	100.0	13.7	43.1	29.4	13.7	43.1
	Grade 4	50	100.0	12.0	52.0	20.0	16.0	36.0
	Grade 5	49	100.0	4.1	24.5	34.7	36.7	71.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 287)				
First graders who attended full-day kindergarten	100.0%	N/C	97.5%	100.0%
Retention rate	1.0%	N/A	2.0%	2.7%
Attendance rate	96.8%	Down from 97.0%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		2.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		2.6%	3.5%
Eligible for gifted and talented	32.9%	Down from 33.8%	26.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.2%	Up from 4.5%	6.9%	8.2%
Older than usual for grade	0.7%	N/A	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	47.4%	Down from 47.6%	53.8%	51.4%
Continuing contract teachers	89.5%	Up from 85.7%	87.5%	87.5%
Highly qualified teachers**	94.1%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.6%	No change	87.7%	86.7%
Teacher attendance rate	93.4%	Down from 95.7%	95.4%	94.9%
Average teacher salary	\$39,316	Up 1.5%	\$42,383	\$40,760
Prof. development days/teacher	15.5 days	Up from 9.6 days	12.4 days	12.4 days

School				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 16.9 to 1	20.6 to 1	18.9 to 1
Prime instructional time	88.0%	Down from 91.6%	91.2%	90.0%
Dollars spent per pupil*	\$6,376	Up 9.9%	\$5,729	\$6,044
Percent of expenditures for teacher salaries*	64.8%	Down from 67.0%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.6%	92.0%
Highly qualified teachers in high poverty schools**	96.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Little Mountain Elementary is located in the southeastern section of Newberry County. Our school serves 288 students, kindergarten through fifth grade. Math and science programs are enriched with hands-on activities from sources such as FOSS, AIMS, and GEMS. A phonics-based approach is used in K-2nd grade as a foundation for reading. Trade books, Accelerated Reader, and computer programs enhance the learning of all students. A publishing center and the use of rubric assessments have helped improve students writing. Some accomplishments are as follows:

- LME was the recipient of the Palmetto Gold Award for 2003 -2004
- LME became accredited by Southern Associations of Colleges and Schools and achieved Schools of Promise Flagship status in the spring of 2000.
- LME students read 23,582 Accelerated Reader books and earned 22,341.5 points.
- LME students and faculty raised over \$8,000 for Jump Rope for Heart, Leukemia Society, Relay for Life, and St. Jude's Math-A-Thon.
- LME faculty participated in a curriculum calibration study, results were used to guide instruction.
- LME teachers received four funded grants
- LME uses Giraffes and Second Steps violence prevention programs.

Most teachers hold advanced degrees while others are working towards this goal. One teacher has completed National Board Certification.

Teachers have participated in many professional development opportunities in a variety of areas. LME faculty participated in a classroom management workshop and maintained this focus with follow-up and feed back throughout the year. They also participated in a yearlong book study club and will continue to participate next school year in professional reading study groups and applying best practices across the grade levels.

Our faculty has worked diligently to enable our students to enjoy and appreciate the arts through field trips, assemblies, and community involvement. Students participated in many school-to-work activities. Parents and community members further educated students by sharing experiences about their jobs during career fair.

Our school's slogan, "Where Learning is Always in Bloom," reminds our students that learning never stops. Little Mountain Elementary School, PTO, and the community work hard to keep our students continuously learning.

Rudie Tarver, Principal Jackie Swindler, SIC Chairperson June 5, 2004

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	42	41
Percent satisfied with learning environment	100.0%	90.5%	90.2%
Percent satisfied with social and physical environment	85.0%	88.1%	95.1%
Percent satisfied with home-school relations	95.0%	88.1%	82.5%

*Only students at the highest elementary school grade level at this school and their parents were included.